Sunset School Final Report 2020-2021

2020 - 2021 ⌄

Final Report Approved

Final Report Approval Details

Submitted By:

Jodi Rees

Submit Date:

2022-02-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Cozette Freckleton

LEA Approval Date:

2022-03-31

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2020), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2019-2020	$0.00	$0.00	$9,726.27	
Distribution for 2020-2021	$40,750.00	$0.00	$40,750.00	
Remaining Funds (Carry-Over to 2021-2022)			$14,080.51	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Available for Expenditure in 2020-2021	$40,750.00	$0.00	$50,476.27	
Salaries and Benefits	$33,000.00	$0.00	$35,401.39	
Contracted Services	$7,500.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$719.40	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$2,200.00	$0.00	$274.97	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2021-2022)			$14,080.51	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$42,700.00	$0.00	$36,395.76	
Remaining Funds (Carry-Over to 2021-2022)			$14,080.51	

Goal #1 close

State Goal close

Increase the K-6 students achieving typical or better growth in Acadience EOY benchmark scores (Pathways to Progress) to at least 60%

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Acadience Reading MOY and EOY scores, Progress Monitoring data

Please choose one of the following two options to complete the Measurements section:
1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The Acadience Reading MOY scores for K-6 in 2020 were 55.7% of students making typical or above progress on Pathways of Progress. In 2021, for the same reporting period, 54.9% of students were typical or above.

The Acadience Reading EOY scores for K-6 in 2020 were not assessed due to soft closure of schools for Covid 19. The EOY scores for 2021 were 55.2% of students at typical or above progress.

According to this data, our school increased 0.03% of students who scored typical or above on Pathways but failed to reach the 60%, which was our goal.

Action Steps close

This is the Action Plan Steps identified in the plan to reach the goal.

Strengthen Tier 1 instruction through observations, feedback, and school/district level professional development opportunties.

Hire paraprofessionals to help with Tier 2, targeted instruction for our students.
Small groups to help with targeted instruction for reading.

Use grade level team meetings, common formative assessment data and Acadience data to plan instruction for Tier 2 groups

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

No

How was the plan implemented and associated expenditures spent differently?

Observations and feedback were targeted to reading and/or small group instruction. This was good feedback for teachers but didn't change the strategies teachers were using to grow their students as readers.

K-6 teachers began the LETRS training in March of 2021. This training has been beneficial and we have seen teachers implement what they are learning into their classroom and small group instruction.

Paraprofessionals were hired to help teachers implement small group time in their classrooms. Each teacher had two extra adults for 45 minutes per day for 4 days of the week. Teachers worked to set groups based on student needs and abilities so that their instruction during this time was targeted.

Teachers used grade level PLC times to set groups and plan targeted instruction/activities for students to participate in during small group learning time.

Digital Citizenship/Safety Principles Component close

No

Goal #2   `close`

State Goal   `close`

Increase school-wide math proficiency by at least 3%, relative to each grade level standards (Keep, CRT, RISE)

Academic Area   `close`

- Mathematics

Measurements   `close`

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Common Formative Assessment (CFA) data from individual grade levels.

Benchmark assessments throughout the year.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

According to RISE Benchmark data for 2020-2021, the following data is presented:
3rd grade: Overall 1% math growth
4th grade: Overall 2% math growth
5th grade: Overall 11% math growth
6th grade: Overall 9% math growth

According to school created math benchmark assessments for grades 1 and 2…
1st grade: 14.3% growth
2nd grade: 14.4% growth

Kindergarten had a 12.2% growth in numeracy for the 2020-2021 school year.

Action Steps

<div style="text-align: right;">close</div>

This is the Action Plan Steps identified in the plan to reach the goal.

Use CRT and RISE benchmarks as CFAs to track student growth in learning.
Strengthen Tier 1 instruction through observations, feedback, participation in Comprehensive Mathematics Instruction (CMI), with a focus on classroom implementation and lesson studies.
Hire paraprofessionals to help with Tier 2, targeted instruction for our students.
Use grade level team meetings, CFA data and other math data (benchmark reports)to plan instruction for Tier 2 small groups

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

No

How was the plan implemented and associated expenditures spent differently?

Benchmark assessments were used to track student progress throughout the year.

CMI training for teachers was placed on hold due to Covid. At the school level, we encouraged teachers to continue to use/implement what they had learned in CMI to support their math instruction.

Paraprofessionals were hired to help teachers with small group instruction. Their daily small group time was split between ELA and Math so that students received additional support in both content areas. Grade level PLC meetings were used to look at data to assess student progress and plan for small group time.

Digital Citizenship/Safety Principles Component

<div style="text-align: right;">close</div>

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$2,200.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$7,500.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$33,000.00
Total:	$42,700.00

Actual Carry-over

In the Financial Proposal and Report, there is a carry - over of $14080.51 to the 2021 - 2022 school year. This is 34 % of the distribution received in 2020 - 2021 of $40750.00. Please describe the reason for a carry-over of more than 10 % of the distribution

When CMI was postponed, we had additional funds that we couldn't use. We put some of those funds into paying for paraprofessionals but it didn't take as much money as we thought it might. The rollover of these funds will be used in the next school year to continue to support our CMI efforts, as well as the efforts of the LETRS trainings.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

If the planned expenditures in the goals are provided by the district, a grant, or another unanticipated funding source, leaving additional funds to implement the goals, we will use those funds to further enhance our current goals. If additional funds are available beyond those needs, the Community Council will vote and amend for further expenditures as needs might arise for our students.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Additional funds were put towards salaries for paraprofessionals. Some were also spent on some technology for classrooms to keep devices up to date.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

☐ Letters to policy makers and/or administrators of trust lands and trust funds.

☐ Other: Please explain.

☐ School assembly

☑ School marquee

☑ School newsletter

☑ School website

☑ Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2020-03-11

Plan Amendments
Approved Amendment #1

Submitted By:

Paula Plant

Submit Date:

2020-09-30

Admin Reviewer:

Paula Plant

Admin Review Date:

2020-09-30

LEA Reviewer:

Julie Boren

LEA Approval Date:

2020-09-30

Board Approval Date:

2020-09-30

Number Approved:

5

Number Not Approved:

0

Absent:

1

Council Vote Date:

2020-07-16

Explanation for Amendment:

Reason for Amendment: Due to COVID 19, Comprehensive Mathematics Instruction (CMI) training was cancelled. Amendment proposes reallocation of excess LAND Trust budget. G#2 $7500 moved from Goal #2 (Professional and Technical Services for CMI); and $1200 moved from Goal #2 (General Supplies for CMI) to Goal #2 $20,000 Salaries and Benefits for a new total of $28,700 G#2 As listed above: $7500 for CMI Professional and Technical Services moved to Goal #2 Salaries and Benefits; As listed above: $1200 for CMI general supplies moved to Goal #2 Salaries and Benefits.

Was the Amendment implemented and associated expenditures spent as described?:

No

Final Explanation for Amendment:

When CMI was postponed from the 2020-2021 school year, funds were allocated from CMI support to help pay for additional paraprofessionals to support Tier 2 supports for students. We really saw the benefits of this additional support in our math scores for the school year, as stated in the commentary above.